Title – High School Library Student Learning Objective

Content Area – Library Media

Grade Level – 10-11

Students – 75 in 10th grade 9; 48 in 11th grade

Interval of Instruction – SY 2013-14

Main Criteria	Element	Description
Essential Questions: What is the most important outcome that will enable students to have better access to education through your services?		
Priority of Content	**Objective Statement**	Students will demonstrate proficiency with citing print and electronic resources in an academic research paper, including a basic understanding of: a) when to use direct quotations, in-text citations, and footnotes/endnotes b) how to use EasyBib for formatting in-text citations, footnotes, endnotes, and bibliographies c) plagiarism and copyright/intellectual property rights of creators
	Rationale	A proficient understanding of why, when, and how to cite sources is a central focus of my library media classes at the high school. This is critical as students are regularly required to produce academic papers and projects based upon research and using multiple sources. This foundation will put them on firm footing as they move through high school and perhaps into college, where the demands for this knowledge will increase.
	Aligned Standards	**Aligned Standards:** *American Association of School Librarian Standards for 21st Century Learners*: 1.3.1 Respect copyright/intellectual property rights of creators and producers. 1.3.3 Follow ethical and legal guidelines in gathering and using information. 3.1.6 Use information and technology ethically and responsibly. *CCSS W.9-10.8*: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
Essential Questions: Where are my students now with respect to the objective?		
	Baseline Data / Information	In the past, I have observed that students enter my course with varying levels of background knowledge. I decided to administer a baseline assessment during the first two weeks of school in order to gather some formal data on students' incoming knowledge and skills. I found that the majority of students are entering the course with a very basic understanding of why and how to properly cite sources and very little knowledge of how to use EasyBib. However, I did notice that approximately 25% of my students (about 31 students) have a markedly stronger foundation in this content. I have set a higher tier of targets for these students to reflect their differing baselines.
Essential Questions: Based on what I know about my students, where do I expect them to be by the end of the interval of service? How will I measure this?		
Rigor of Target	**Target(s)**	a) 90% of students (approx. 111/123) will pass the exam with a score of 70 or better. In addition, 25% of students (approx. 31/123) will pass with a score of 85 or better. The 10% of students (approx. 12) who do not demonstrate proficiency will be approaching proficiency with a score of at least 60. b) 90% of students (approx. 111/123) will pass the research paper assignment with a rubric score of 4 (proficient) or better. In addition, 25% of students (approx. 31/123) will earn a score of 5 (above proficient) or better. The 10% of students (approx. 12) who do not demonstrate proficiency will be approaching proficiency with a score of 3.

	Rationale for Target(s)	I work with the students once per week throughout the year (one Library Media class per week, plus one free library period per week). Upon completion the course, it is expected that nearly all students will have a basic proficiency (70% or better on final) with the skills outlined above. I have set a higher tier for students who demonstrated a more sophisticated understanding of these concepts and rules on the baseline assessment. I have also found that each year there are some students who fall short of proficiency. I am working to decrease the number of students in this category each year. Last year, about 15% of students were approaching proficiency by the end of the year. This year, I have set a target of reducing this to 10%. With more progress monitoring and interventions with students who are not on track, I will meet this target.
Quality of Evidence	**Evidence Source(s)**	a) Multiple-choice exam that requires students to demonstrate an understanding of proper formatting for in-text citations, footnotes and endnotes, compile a bibliography from a list of print and electronic resources, and explain basic rules of intellectual property and plagiarism. The exam will be administered during students' Library Media period in early June, and I will score the assessments myself, as I am the only Library Media teacher in the school. However, I have collaborated with a colleague from the middle school to write the exam and establish scoring procedures. We have agreed to double score 20% of the others' exams to ensure fidelity to the scoring procedures. b) Students will write a 4-5 page research paper on a topic of their choice. Their paper will be scored on a 6-point rubric which assesses students' ability to incorporate direct quotes, use in-text citations, format footnotes/endnotes, and create a bibliography. The research paper will be due on the last day of class, and I will score the research papers myself, using the rubric that I designed in collaboration with the English Department Chair.